



Danbury Park Community Primary School Key Stage 1 Long Term Curriculum Map Class Flamingo (Year 2) 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Remember Me	Remember Me	Fire! Fire!	Lost in London	Where on Earth?	Where on Earth?
English	Fiction Non-fiction Poetry	Fiction Non-fiction Poetry	Fiction Non-fiction Poetry	Fiction Non-fiction Poetry	Fiction Non-fiction Poetry	Fiction Non-fiction Poetry
Maths	Number and Place value Number and Place value Length and Mass/weight Addition and subtraction Addition and subtraction 2-D and 3-D shape	Counting, multiplication and sorting Statistics Fractions Capacity and volume Money Time	Number and Place value Mass/weight 2-D and 3-D Shape Counting and money Multiplication Division	Length and Mass/weight Addition and subtraction Fractions Position and direction Time	Number and Place value and statistics Addition and subtraction Capacity and volume and temperature Fractions Position and direction Time 2-D and 3-D shape	Time Multiplication and division Statistics including finding the difference Measurement Sorting
Science	To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. To investigate how materials can be changed by stretching, heating and cooling. Working Scientifically To ask simple	To explore and investigate the effect of temperature and the concept of fair testing. To investigate the suitability of the components of a castle. Working Scientifically To ask simple	To investigate animal characteristics, including humans. To understand how to keep healthy with a balanced diet, exercise and sufficient rest. To devise a healthy lunchbox and, linking with PE, a keep fit routine. Working Scientifically To ask simple questions and	To investigate animal characteristics, including humans. To understand how to keep healthy with a balanced diet, exercise and sufficient rest. To devise a healthy lunchbox and, linking with PE, a keep fit routine. Working Scientifically To ask simple questions and	To investigate living things, including plants, and their habitats. To understand different ways animals have adapted to live in their habitats. To understand food chains. To observe and investigate how seeds and bulbs grow. To devise investigation to answer the question: What do	To identify and name a variety of plants and animals in their habitats including micro-habitats. To identify and classify living things. To use observations and ideas to suggest answers to questions. To describe how different habitats provide for the basic needs of different kinds of animals and plants and how they



	<p>questions and recognise that they can be answered in different ways. To observe closely, using simple equipment. To perform simple tests. To gather and record data to help in answering questions.</p>	<p>questions and recognise that they can be answered in different ways. To observe closely, using simple equipment. To perform simple tests. To gather and record data to help in answering questions.</p>	<p>recognise that they can be answered in different ways. To observe closely, using simple equipment. To perform simple tests. To gather and record data to help in answering questions.</p>	<p>recognise that they can be answered in different ways. To observe closely, using simple equipment. To perform simple tests. To gather and record data to help in answering questions.</p>	<p>seeds need to grow? Investigate the needs of plants and make comparisons with the needs of seeds. Working Scientifically To ask simple questions and recognise that they can be answered in different ways. To observe closely, using simple equipment. To perform simple tests. To gather and record data to help in answering questions.</p>	<p>depend on each other. Explore and compare the differences between things that are living, dead and things that have never been alive. Working Scientifically To ask simple questions and recognise that they can be answered in different ways. To observe closely, using simple equipment. To perform simple tests. To gather and record data to help in answering questions.</p>
<p>Computing</p>	<p>To know the school Acceptable Use Policy and the SMART online rules. To use online search engines with support. To recognise the uses and features of information technology in school and beyond. To explain how information technology helps us.</p>	<p>To use a digital device to take a photograph. To make choices when taking a photograph. To use tools to change an image. To recognise that photos can be changed.</p>	<p>To recognise whether a website is appropriate and can be trusted. To describe a series of instructions as a sequence. To explain what happens when we change the order of instructions To use logical reasoning to predict the outcome of a program.</p>	<p>To create a pictogram using information technology. To explain that we can present information using a computer.</p>	<p>To apply knowledge of safe and sensible online activities to different situations. To experiment with sound using a computer. To use a computer to create a musical pattern.</p>	<p>To explain that a sequence of commands has a start and an outcome. To create a program using a given design. To create a program using my own design.</p>



			To create and debug and algorithm.			
History	<p>To use primary and secondary sources for research.</p> <p>To tell the difference between past and present in their own and other people's lives.</p> <p>To recognise some of the similarities and differences between periods of time.</p> <p>To look at the lives of significant individual in the past who have contributed to national and international achievements.</p>	<p>To use primary and secondary sources for research.</p> <p>To tell the difference between past and present in their own and other people's lives.</p> <p>To know how people lived in the past.</p> <p>To recognise some of the similarities and differences between periods of time.</p> <p>To learn about significant historical events.</p> <p>To learn about events beyond living memory that are significant nationally or globally.</p>	<p>To use primary and secondary sources for research.</p> <p>To tell the difference between past and present in their own and other people's lives.</p> <p>To recognise some of the similarities and differences between periods of time.</p> <p>To look at the lives of significant individual in the past who have contributed to national and international achievements.</p>	<p>To use primary and secondary sources for research.</p> <p>To tell the difference between past and present in their own and other people's lives.</p> <p>To know how people lived in the past.</p> <p>To recognise some of the similarities and differences between periods of time.</p> <p>To learn about significant historical events.</p> <p>To learn about events beyond living memory that are significant nationally or globally.</p>	<p>To use primary and secondary sources for research.</p> <p>To explain the difference between past and present in their own and other people's lives.</p> <p>To recognise similarities and differences between periods of time;</p> <p>To place the era in a time line.</p> <p>To learn about significant historical places in their own locality.</p>	<p>To use primary and secondary sources for research.</p> <p>To explain the difference between past and present in their own and other people's lives.</p> <p>To recognise similarities and differences between periods of time;</p> <p>To place the era in a time line.</p> <p>To learn about significant historical places in their own locality.</p>
Geography	<p>Name and locate the seven continents and five oceans.</p> <p>To look at the lines of longitude and attitude.</p> <p>To identify the equator.</p> <p>To learn about countries that Amelia Earhart flew over.</p>		<p>To know the capital city of the United Kingdom.</p> <p>To locate and map famous landmarks in London.</p> <p>To recognise the human and physical features of London.</p>	<p>To use maps, atlases and globes.</p>	<p>To know the capital cities of the United Kingdom.</p> <p>To understand differences in habitat and be able to locate Australia and Zambia.</p> <p>To use the secondary sources of a globe and atlases.</p> <p>To look at and record weather patterns.</p> <p>To use simple fieldwork and</p>	<p>To use the secondary sources globes and atlas' to find answers to questions.</p> <p>To understand similarities and differences between Danbury and Australia.</p> <p>To use basic geographical vocabulary to name physical and human features.</p>



					observational skills to study the geography of our school and its grounds including the physical and human features of its surrounding environment.	
Art & Design	<p>To experiment with a variety of media: pencils, crayons, pastels, charcoal, and chalk.</p> <p>To match and sort fabrics and threads for colour, texture, length, size and shape</p> <p>To change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>To use a variety of pencil techniques for drawing and shading.</p>	To study famous artists and create work in their styles using a variety of media.	<p>To experiment with a variety of media: pencils, crayons, pastels, charcoal, and chalk.</p> <p>To create Great Fire art work.</p>	<p>To experiment with a variety of media: pencils, crayons, pastels, charcoal, and chalk.</p> <p>To create Great Fire art work.</p>	<p>To explore 3D art from around the world.</p> <p>To experiment with a variety of media: pencils, crayons, pastels, charcoal, and chalk.</p>	To investigate printing and over printing.
Design Technology	<p>To design, make and evaluate.</p> <p>To explore and use mechanisms.</p>	To make hot air balloons, aeroplanes and other flying vehicles.	<p>Models of London landmarks made out of junk or Tudor houses.</p> <p>To build structures, exploring how they can be made stronger, stiffer and more stable.</p>	To generate, develop, model and communicate ideas through talking and drawing.	<p>To generate, develop, model and communicate ideas through talking and drawing.</p> <p>To investigate the best fruits to combine to make a fruit smoothie and evaluate the finished project.</p>	<p>To design and make habitat dioramas (3D models set inside shoe boxes).</p> <p>To design and sew our own animal from around the world.</p>



<p>Music</p>	<p>We will be composing music in groups with an autumnal theme inspired by linocut pictures, and creating rhythm patterns and music inspired by inventions for our topic 'Remember Me'. We will also be learning about and listening to music by our first two Composers of the Month, Firsova and Ginastera. We will also be listening to music by our two composers of the Month.</p>	<p>This half term we will be responding to music by our next two Composers of the Month, listening to and composing music inspired by Bonfire Night and learning traditional and new songs for Christmas. We will also be listening to music by our two composers of the Month.</p>	<p>This half term we will be discovering the orchestra and its instruments, and creating some artwork as we learn how instruments are made. We will also be listening to music by our two composers of the Month.</p>	<p>We will be creating music and learning a song and adding movement to it, inspired by our topic The Great Fire Of London. We will also be listening and responding to music by our next Composer of the Month.</p>	<p>This half term we are listening to music from and about hot and cold places to do with our topic 'Where on Earth?' and discovering the orchestra. We are also learning our songs for the Infant Music Festival. We will also be listening to music by our two Composers of the Month.</p>	<p>This half term we are performing our Infant Music Festival We will also compose a piece of whole class music that represents a hot place and a contrasting piece for a cold place. We will also be listening and responding to music by our next Composer of the Month.</p>
<p>PE</p>	<p>Dance To copy or create and link movement phrases with beginnings, middles and ends To perform, with control, movement phrases using a range of body actions and body parts. To recognise how the body feels when still and when exercising. To watch, copy and describe movements. Daily Mile to be an</p>	<p>Dance To copy or create and link movement phrases with beginnings, middles and ends To perform, with control, movement phrases using a range of body actions and body parts. To recognise how the body feels when still and when exercising. To watch, copy and describe movements. Daily Mile to be an</p>	<p>Gymnastics To copy or create and link movement phrases with beginnings, middles and ends To perform, with control, movement phrases using a range of body actions and body parts. To recognise how the body feels when still and when exercising. To watch, copy and describe movements. Outside Games</p>	<p>Gymnastics To copy or create and link movement phrases with beginnings, middles and ends To perform, with control, movement phrases using a range of body actions and body parts. To recognise how the body feels when still and when exercising. To watch, copy and describe movements. Outside Games</p>	<p>Dance To copy or create and link movement phrases with beginnings, middles and ends To perform, with control, movement phrases using a range of body actions and body parts. To create a variety of animal dances linked to the teaching in Music. To learn a routine for the Year 2 Infant Music Festival school performance.</p>	<p>Gymnastics To copy or create and link movement phrases with beginnings, middles and ends To perform, with control, movement phrases using a range of body actions and body parts. To recognise how the body feels when still and when exercising. To watch, copy and describe movements.</p>



	option if available Outside Games Balls skills - Tag Rugby	option if available Outside Games Balls skills - Basketball	Balls skills - throwing and catching Hockey	Balls skills - throwing and catching Football	Outside Games Multi skills - practice for CSSP Year 2 Games Tournament. Tennis	Outside Games Athletics skills Preparation for Sports Afternoon.
RE	What did Jesus teach? Is it possible to be kind to everyone all of the time?	Christmas - Jesus as gift from God Why do Christians believe God gave Jesus to the world?	Passover How important is it for Jewish people to do what God asks them to do?	The Covenant How special is the relationship Jews have with God?	Easter-Resurrection How important is it to Christians that Jesus came back to life after his crucifixion?	Prayer at home Does praying at regular intervals help a Muslim in his/her everyday life?
PSHEe & C	<u>Relationships</u> Families and Friendships Making friends; feeling lonely and getting help Safe Relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour. Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively, sharing opinions.		<u>Living in the wider world</u> Belonging to a community Belonging to a group; Roles and responsibilities and being the same and different in the community. Media Literacy and Digital Resilience The internet and everyday life; online content and information. Money and Work What money is; needs and wants; looking after money		<u>Health and Wellbeing</u> Physical Health and Mental Wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help. Growing and Changing Growing older; Moving Class or year. Keeping Safe Safety in different environments; risk and safety at home; emergencies.	
Languages (French)	Unit 15 - Bon appétit In this unit children will learn to ask for drinks, and food. They extend their knowledge of the perfect tense by saying what others are eating or drinking. They will use the imperative form to place orders.	Unit 16 - Création d'un café Children will learn to recognise and respond to sound patterns and words in French. They will learn more about food and drink and how to order these in a café.	Unit 17 - Scène de plage Children will use both new and familiar language to describe a painting, Scène de plage by Degas. They use their knowledge to write and perform their own poetry inspired by the painting.	Unit 18 - Au parc à thème Children will ask and answer questions about rides at a theme park. They gain confidence in manipulating numbers to 100. They create a short text to describe a visit to a theme park and say what they thought about the rides.	Unit 19 - Les quatre Saisons The children learn to describe seasons using a poem Le retour du printemps and the music from Vivaldi's Four Seasons. They learn to talk about what the weather was like.	Unit 20 - Les Planètes The children learn to name the planets. They construct sentences using verbs, nouns, adjectives and qualifying adverbs. They present their knowledge in an information booklet.